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| Unit Title: ***Number Sense & Geometry*** | Pacing (*Duration of Unit*): ***10 Weeks*** |

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| **Desired Results** | |
| **Transfer Goals** | |
| *Students will be able to independently use their learning to:*   1. **Make sense of problems and persevere in solving them.** 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. **Model with mathematics.** 5. **Use appropriate tools strategically.** 6. **Attend to precision.** 7. **Look for and make use of structure.** 8. Look for and express regularity in repeated reasoning. | |
| **Established Goals (*2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards*)** | |
| **Prerequisite Standards:** | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |
| **Standards (*Priority Standards in bold*):**   * **K.G.3- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).** * **K.G.4- Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes.** * **K.G.5- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.** * **K.G.6- Compose simple shapes to form larger shapes.** * **K.MD.3- Classify objects into given categories; count the number of objects in each category and sort the categories by count.** * **K.CC.7- Compare two numbers between 1 and 10 presented as written numerals.** * **K.NBT.1- Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** * K.CC.1: Count to 100 by ones and by tens. * K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). * K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). * K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. * K.G.2: Correctly name shapes regardless of their orientations or overall size. * K.OA.5: Fluently add and subtract within 5. |

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| **Meaning (\****Mostly assessed through Performance Tasks/Assessments***)** | |
| **Big Ideas:** (*Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)*   * Written numerals represent quantities. * Objects can be classified into multiple categories. * Shapes can be analyzed, compared, created, and composed. * Two digit numbers are composed of tens and ones. | **Essential Questions:** (*Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)*   * How can we breakdown and put together numbers? * How can we use shapes to form other shapes? * What is a two-digit number? * How and why do we compare numbers? |
| **Acquisition (\****Mostly assessed through traditional summative assessments***)** | |
| **Knowledge:** *Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.*  *Students will know …*   * That numbers can be presented as written numerals. * That objects can be classified and sorted. * That shapes have different sizes and dimensions. * That two digit numbers are made up of tens and ones. * That shapes can be put together to create other shapes.   **Vocabulary:**  Triangle, circle, square, rectangle, compose, decompose (break down/put together), hexagon, sphere, cube, cylinder, cones, tens, and ones | **Skills:** *The discrete skills and process students should be able to use independently.*  *Students will be skilled at:*   * Writing numbers 1-20 * Classifying and sorting different objects and shapes * Creating two digit numbers using ones and tens * Constructing complex larger shapes from simpler ones * Counting objects up to 50 (working towards 100) * Counting forward without beginning at one (working towards 100) * Naming and describing attributes of shapes |

**Resource Suggestions:**

<http://www.k-5mathteachingresources.com/kindergarten-math-activities.html>

**enVision Math**

**-Topic 1 lessons 1-7**

One to five

-**Topic 2 lessons 1-8**

Comparing and ordering 0-5

-**Topic 3 lessons 1-7**

Six to ten

-**Topic 4 lessons 1-9**

Comparing and Ordering numbers 0-10

**-Topic 5 lessons 1-5**

Numbers to 20

**-Topic 6 lessons 1-6**

Numbers to 100

**-Topic 14 lessons 1-7**

Identifying and describing shapes

**-Topic 16 lessons 1-4**

Analyzing, comparing and composing shapes

-**Topic 13 lessons 1-4**

Sorting, classifying, counting and categorizing data